

The difficulty of proficiency cut scores in Michigan

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http://www.edexcellence.net/index.cfm/news_the-accountability-illusion

About the Kingsbury Center

The Kingsbury Center is a research institute within the not-for-profit Northwest Evaluation Association, an assessment cooperative serving over 3,200 school systems throughout the United States and abroad.

The Center is aligned with NWEA's mission, "partnering to help all students learn", but is editorially independent.

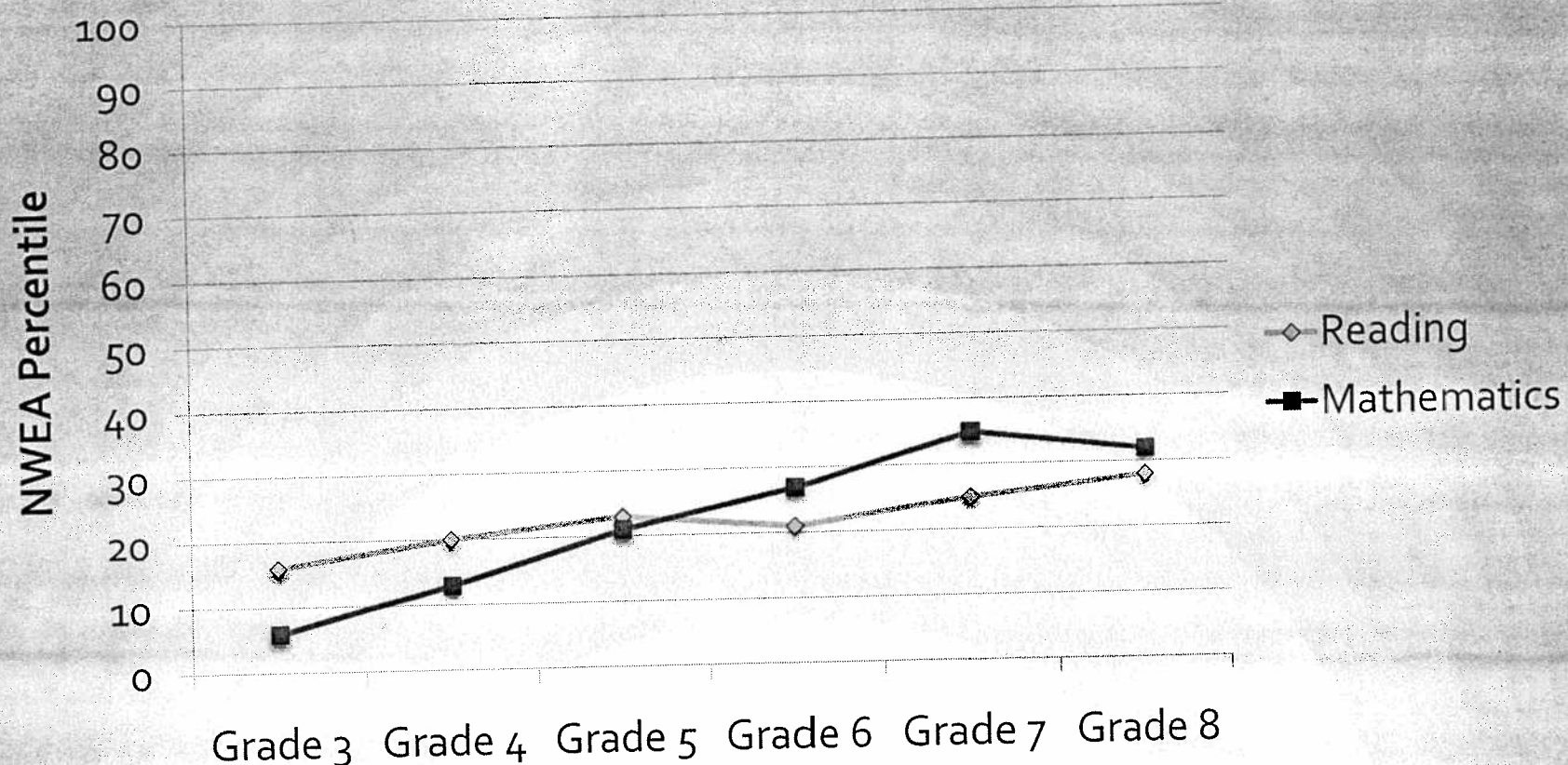
Thus our views do not necessarily reflect the position of Northwest Evaluation Association.

About 'The Proficiency Illusion'

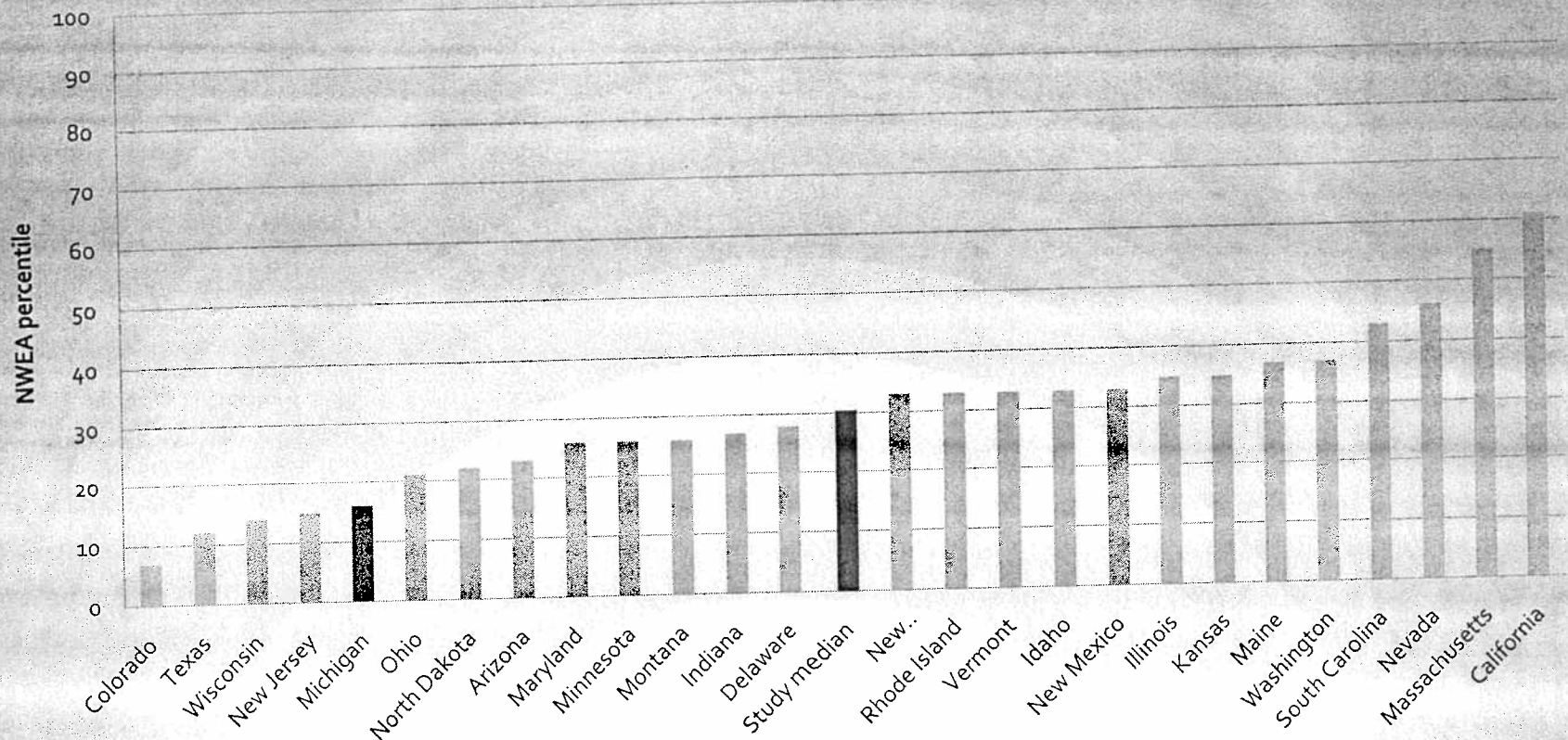
NWEA estimated the difficulty of proficiency cut scores in 28 states, using data from students who had taken both NWEA's Measures of Academic Progress and their respective state test. Cut scores were estimated by taking the proportion of students in the sample who had passed their state test, and finding the scale score that produced the same proportion on MAP. This method is commonly called equipercentile equating.

The study and Michigan report are available at
http://www.edexcellence.net/detail/news.cfm?news_id=376

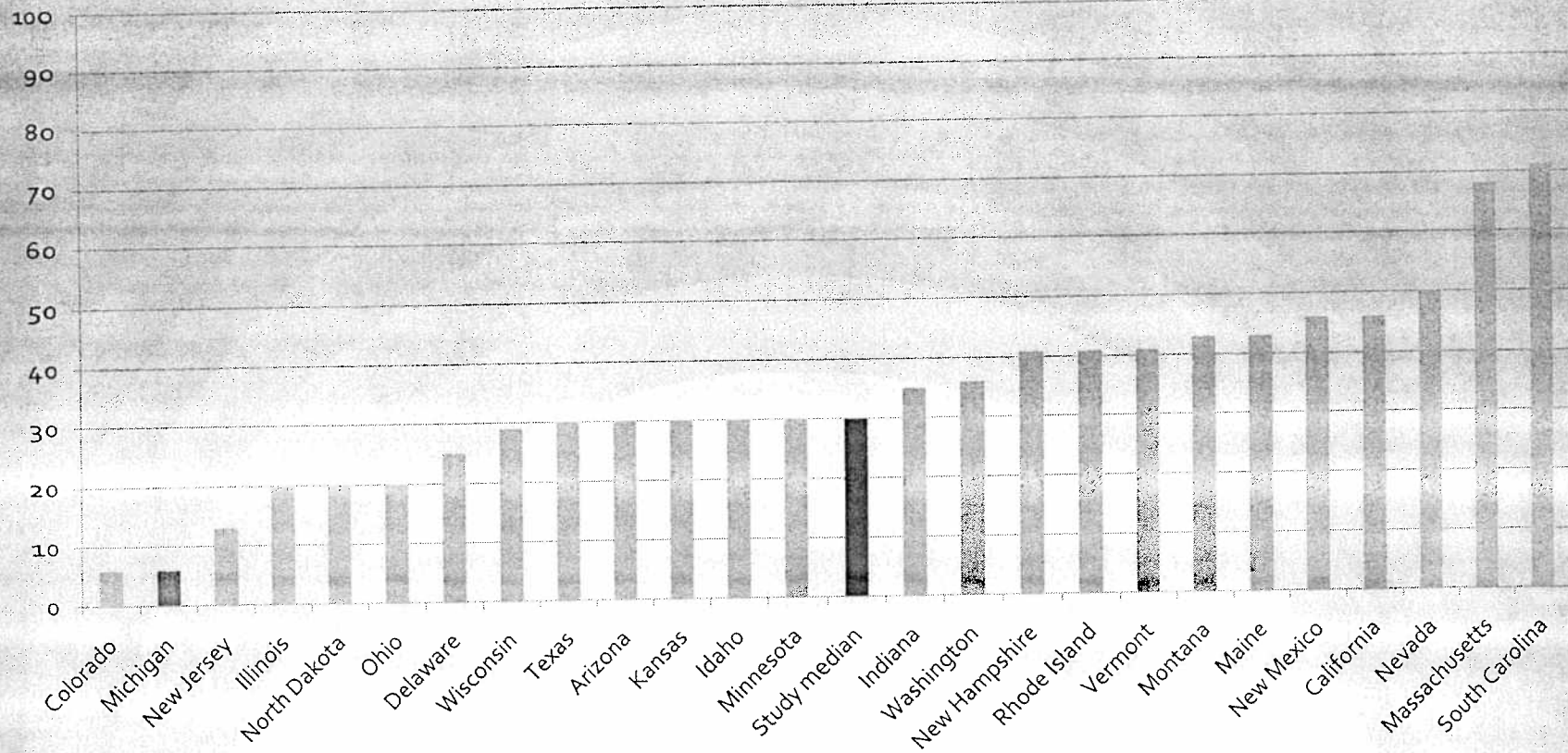
The methodology is fully detailed in the study's Appendix.



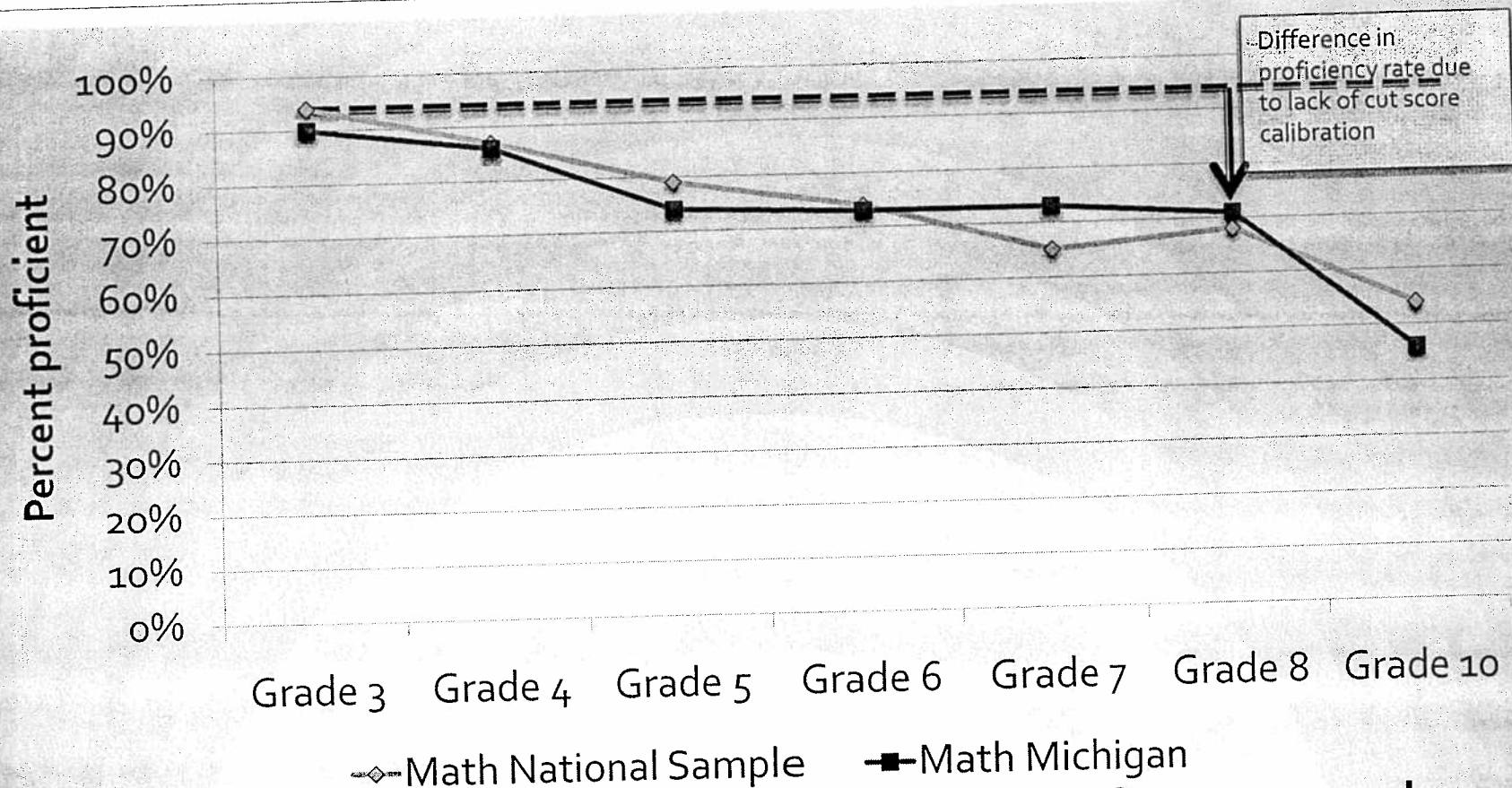
Estimated Michigan proficient cut scores in reading and mathematics based on 2005-6 data – in NWEA percentiles



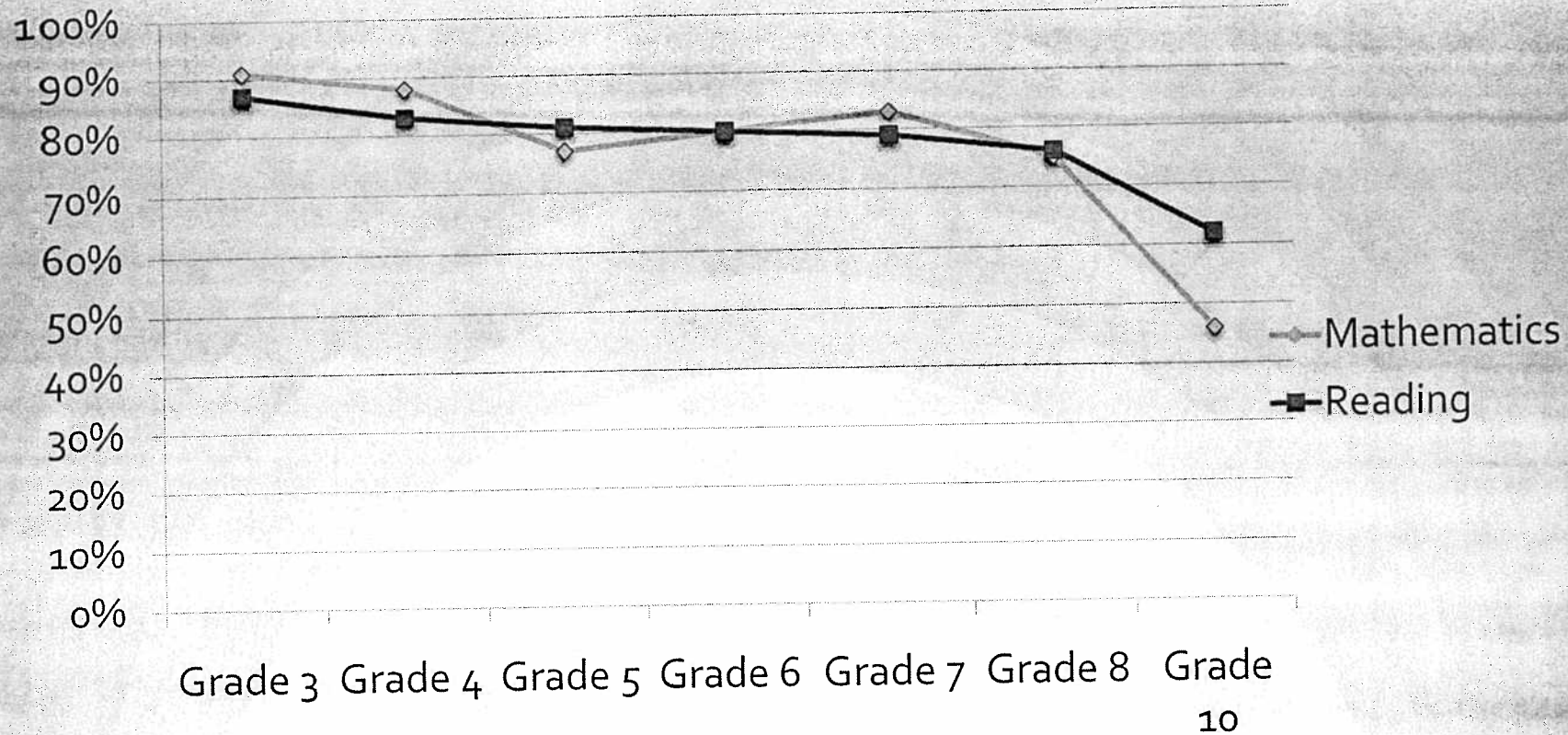
Difficulty of Michigan 3rd grade reading cut score relative to other states – 2005-6 data



Difficulty of Michigan 3rd grade mathematics cut score relative to other states



Mathematics – Difference between Michigan performance and performance of national sample on Michigan cut scores – 2005-2006 data



Actual Pass rates on MEAP and Michigan Merit Exam - 2008

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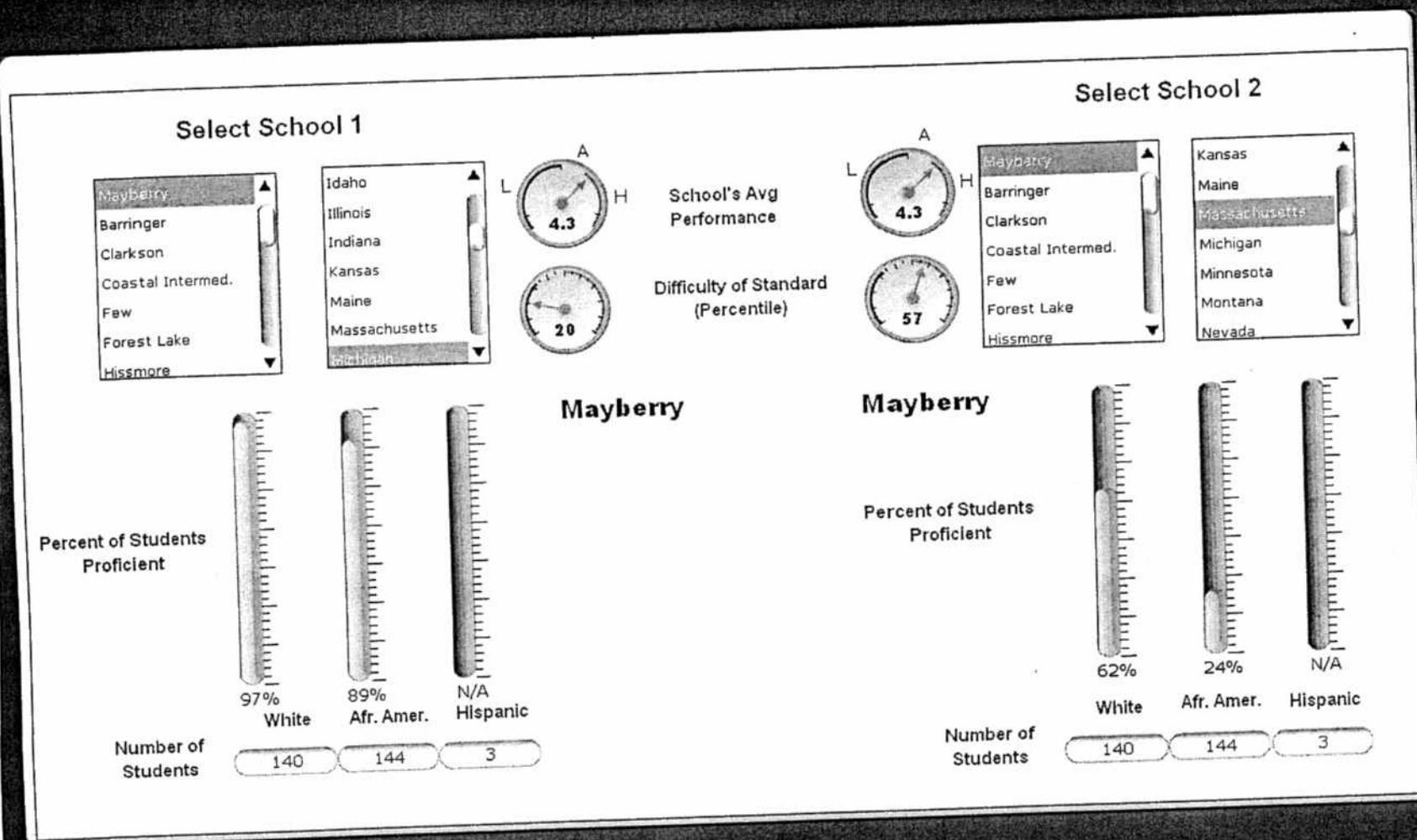
Using MAP data from 36 real schools, we estimated the effect of different state proficiency cut scores and Adequate Yearly Progress rules on the likelihood that each school would meet AYP in 28 different states.

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The same school may have different achievement gaps in different states

When an achievement gap is presented as a difference in proficiency rates, the size of the gap will depend both on the performance of the students and the placement of the proficiency bar. You can select different schools and state proficiency standards in this exhibit and see how the size of an achievement gap is influenced by differences in the standards.



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